
HANDBOOK OF LESSON STUDY FOR THE SERVICE TRAINING STUDENTS OF PALOPO COKROAMINOTO UNIVERSITY

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Abstract

This research is aimed to find out the students interest to the handbook of lesson study. Whether, this research also wants to know the advantages and the disadvantages and the students' perception toward handbook of lesson study. This research will be descriptive qualitative research and consists of questionnaire and think aloud as instrument to know the students interest and their perception, advantages and disadvantages of the handbook. The population of this research will be the fifth semester students or who are in service training 3 or *Magang III* of English department students of Palopo Cokroaminoto University. Sample consists of 200 students and purposive sampling technique will be used. The result from this research will be used as guide for the students who want to teach in class or school they do *Magang III* by applying lesson study. It is also can contribute to campus as handbook based on UNCP. Furthermore, this handbook will help the lecturers also in introducing lesson study and the teachers also who applied lesson study in their school.

Keywords: *Handbook, service training students, lesson study.*

Introduction

Lesson study is not a method or strategy in learning, but it is clearly a professional development process that Japanese teachers applied in classroom activities, systematically examine their practice. The goals of lesson study actually are to improve the effectiveness of the experiences that the teachers provide to their students, inviting the lecturers' idea to collaborate in one subject. In other hand, in Indonesia, especially in Palopo Cokroaminoto University, lesson study is the one of alternative tools to hook and increase the student's motivation, eager and understanding about the lesson. Related to these aims, by time to time, lesson Study or LS becomes an obligation program to FKIP lecturers in solving learning and teaching process. It is in order to develop the lecturer performance, method, strategy, and way in teaching.

The main activity in lesson study is for teachers or lecturers to work collaboratively on a small number, gathering with some lecturers, discussing and presenting idea, giving statement or solution, finding new and enjoy teaching in order to get a good preparation before or after teaching and learning process in class room. Furthermore, to see all the students in class are happy. All mentioned above are the lesson study activities commonly doing by the lecturers.

The concept of lesson study is come from Japanese and recently, for three years ago, has been developed in Palopo Cokroaminoto University or famous with UNCP. This

campus introduces Lesson study to the lecturers by doing workshop, seminar of lesson study, joining an International seminar of lesson study, sending the lecturer to Japan studying about Lesson study then introduces and applies it in classroom.

Lesson study works in UNCP and hooks the lecturers to be more creative and motivated in teaching, in other hand, lesson study is success and well known to the lecturers (Aswin, 2014). They understand enough the process of lesson study, plan, do, see, but how about the students? Do they understand how to do lesson study? How to be an observer or cameramen? What to do in plan, do and see? Or what should the say in opening the plan? Or what method they will use?

Based on previous observation, in one class that doing lesson study, the students actually know what the lecturers doing, but when we ask them to do lesson study, they could not, they do not know what to do in opening the lesson study, what should we say in starting plan, what should we do as observer, what should we prepare before doing plan, do and see and many others complaining.

Based on the explanation above, the writer will formulate some research problem.

1. How is the students' interest in using LS handbook in teaching?
2. What are the advantages and disadvantages of the handbook?

Where, the objectives of the research are to know students' interest in using Lesson Study handbook in teaching and the advantages and disadvantages of that handbook. This research is generally to help the students in improving their ways in teaching by applying lesson study. It is expected to enrich methods, strategy, and way in teaching and introduces lesson study to the school where they do teach. The result of the research will show whether the use of handbook. To avoid the research broadening, this research focuses on handbook as a guide to do lesson study for students.

Method of the Research

This research used descriptive research; it aimed at finding out the description of the students' interest towards the use of handbook in teaching. The population of this research was the fifth semester students of English department of Palopo Cokroaminoto University who were in service training students. The sample chose was the students who are doing *Magang* III at SMP Cokroaminoto Palopo, by the reasons, to get the writer easier in handling the students and SMP Coroaminotopalopo also was one of school who applied lesson study.

There were two instruments will be applied in this research. They were questionnaire and think aloud data. Questionnaire the questionnaire was used to know the students interest in using the handbook. The questionnaire consisted of 20 statements in Indonesian language. It was categorized into 2 points, positive and negative. Where, Think Aloud, the students asked to write down what is their opinion, perception, suggestion about the handbook. In addition, the researcher asked the students to think aloud then wrote paragraphs about the advantages and disadvantages of the handbook used by the students.

Before analyzing the data, the researcher collected and analyzed the data from the questionnaire and think aloud by distributing the questionnaire to the students in order to questionnaire to know the students interest in using the handbook. In order to get valid data, the students asked to write in paragraphs about their opinion in using lesson study handbook.

In analyzing the data from questionnaire, all the answers from student on the questionnaire categorized. The result next will describe qualitatively.

Finding and Discussion

The Students' Response toward the Statements in Questionnaire

In the questionnaire, there were some statements related to the students' interest toward. The results of questionnaire analysis which had been distributed to the students were as follows:

Table 1

Item 1: "Handbook is much needed in teaching by Applying lesson study"

No	Classification	Frequency	Percentage (%)
1	Strongly agree	20	50 %
2	Agree	10	25 %
3	Doubt	5	12.5%
4	Disagree	5	12.5%
5	Strongly Disagree	-	-
Total		40	100%

We can see the table above that the most of the students felt Handbook is needed in teaching English. It is supported by the data that 20 students strongly agree and 10 agree with the statement number 1 in questionnaire. It means the students realize that Handbook is needed.

Table 2

Item 2: "The Handbook makes you easy in teaching by using Lesson Study"

No	Classification	Frequency	Percentage (%)
1	Strongly agree	14	35%
2	Agree	16	42.5%
3	Doubt	8	20%
4	Disagree	1	2.5%
5	Strongly Disagree	1	2.5%
Total		40	100%

The table above shows that most of the students though that Handbook can help when we want to teach using lesson study. It was supported by the data that shows 14 students (35%) strongly agreed and 16 students (42.5%) agreed with the statement number 2 in questionnaire. It means that most of the students felt and realized that handbook make us more easier

Table 3

Item 3: "The handbook truly helps us in understanding the lesson study"

No	Classification	Frequency	Percentage (%)
1	Strongly agree	17	42.5%
2	Agree	10	25%
3	Doubt	10	25%
4	Disagree	3	7.5
5	Strongly Disagree	-	-
Total		40	100%

The table above shows that 17 students (42.5%) believe that the handbook help them in understanding the lesson study. In another side, there were 10 students (25%) strongly agreed and 10 students (25.%) doubt with that statement. Thus, the researcher concluded that only few of the students (7.5%) disagree about the help of handbook, means that handbook positive in students.

Table 4

Item 4: “Lesson Study is hard to apply in class without handbook”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	36	90 %
2	Agree	2	5%
3	Doubt	2	5%
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		40	100%

We can see the table above that most of the students give positive response toward the statement number 4 in questionnaire. It was proven by 36 students (57.5%) strongly agreed and 2 students (1%) agree and doubt in teaching without using Handbook. Furthermore, no one chose disagree and strongly disagree. It indicates, students give positive response toward this questionnaire.

Table 5

Item 5: “the handbooks’ is easy to understand”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	12	30%
2	Agree	10	25%
3	Doubt	5	12.5%
4	Disagree	8	20%
5	Strongly Disagree	5	12.5%
Total		40	100%

We can see the table above that most of the students gave positive response toward the statement which says that the handbook language is hard to understand. It was proven by 12 students strongly agreed and 10 students (25 %) agreed with the statement number 5 in questionnaire. Furthermore, there were 10 students disagree; it means that the handbook is easy to understand. It can be influenced by the English skill have by the students. And 5 students strongly disagreed with the statement.

Table 6

Item 6: “The handbook does not contribute to may teaching practice”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	2	5 %
2	Agree	5	12.5%
3	Doubt	5	12.5%
4	Disagree	18	45%
5	Strongly Disagree	10	25.5%
Total		40	100%

The table above is negative statement, where shows 18 students (45%) gave disagreed response toward the statement number 6 in the questionnaire. It shows the handbooks give contributions. Moreover, 10 students (25%) strongly disagree but it indicates that the positive responses much then negative. The negative responses only 2 (strongly disagree and agree) where doubt 5 students.

Table 7
Item 7: “The handbooks’ is so so”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	10	25 %
2	Agree	10	25 %
3	Doubt	-	-
4	Disagree	10	25 %
5	Strongly Disagree	10	25 %
Total		40	100%

We can see the table above, from this statement “the handbook is so”, there are same responses except doubt, 10 students (25%) have same responses from different classification. it shows that, from this table, the students especially in this statement of questionnaire have different opinion, it influences by the serious of students in analyzing the handbook and their experiences about lesson study.

Table 8
Item 8: “The explanation of the handbook is not clear”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	5	13%
2	Agree	6	15%
3	Doubt	8	20%
4	Disagree	12	30%
5	Strongly Disagree	9	23%
Total		40	40

The table above shows that 12 students (30%) gave disagree response toward the statement, 9 students (23%) gave strongly disagree. It means that the students did not agree with the statement in item 8. Although there were 5 students and 6 students chose strongly agree and agree, but it is to small frequency then disagree and strongly disagree. It means that most of the students believe the handbook is clear

Table 9
Item 9: “The handbook is not suitable for students”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	1	3%
2	Agree	3	8%
3	Doubt	5	13%
4	Disagree	16	40%
5	Strongly Disagree	15	38%
Total		40	100%

We can see on the table above that most of the students, felt the handbook suitable for them. It shows from 16 students (40%) and 15 (38%) chose disagree and strongly disagree with the statement. It is reversing from the item state ‘the handbook is not suitable for students’. Although there was 1 students strongly disagree and 3 students agree, but it only a few of them.

Table 10
Item 10: “The handbook is not needed at all”

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	2	5%
3	Doubt	-	-
4	Disagree	8	20%
5	Strongly Disagree	30	75%
Total		40	100%

The table above shows that 30 students (75%) strongly disagree about the statement “the handbook is not needed at all and 8 students (20%) disagree. It means that, whatever about the handbook, the students still needed, although have to be revised.

Based on data above, we can conclude that, the students are interest in with the handbook and the researcher found that the students’ responses toward the use of handbook to the service training students at Palopo Cokroaminoto University are positive response.

Data from Think Aloud

After asking the students to write their opinion about disadvantages and advantages of the handbook, the result can be seen from table below.

Advantages	Disadvantages
Student A. It is good, by this handbook, I know about Lesson Study. Student B. Still need to be revised, the language still hard to understand Student C. I like, but still hard to use because Lesson Study need many member. Student D. I did not know about lesson study but my lecturer always apply in my class. Student E. I like the method in teaching, it is good to use. Student F. I need more explanation about how to do Lesson Study Student G. I know lesson study from my lecturer. This handbook can help me to know more Student H. The handbook is good and creative. It helps me to teach, especially the strategy. It make me easy in determining my teaching strategy Student I. It is needed by the students when we want to teach by using lesson study. I like Student J. I agree if lesson study use. But we need practicing. Lesson study is hard if there is no guider or handbook.	<p>-</p> <p>.....Still need to be revised, the language still hard to understand</p> <p>..... but still hard to use because Lesson Study need many member.</p> <p>.....I did not know about lesson study</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>.....But we need practicing. Lesson study is hard if there is no guider or handbook.</p>

The data above mentioned that from 10 students chosen to write their opinion about the handbook, the researcher got varieties opinion. Student A and E, H and J stated that they like, other students mentioned that need to be revised but good and helpful in

teaching at the class. The other one stated that the strategy can help us to teach by using Lesson study and ask to practice before applying at class.

Conclusion

Data got from the questionnaire showed that, the students response toward handbook of LS to the Service Training Students is postive response. Where the data from Think aloud, described that some of the students felt helpfully with the Handbook. It help them nderstanding LS in teaching, although they mentioned next that it need to be revised as much as possible.

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